Name: Rachel Fischhoff Grade: 5 Date: April 25, 2012

Detail Sentences

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| Lesson Sources: |
| Lesson Objectives: Students will be able to arrange detail sentences that follow from meaningful topic sentences by knowing how to avoid overlap. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: Smart board, blizzard example |
| Prior Knowledge and Skills Needed: Details to work with, experience with overlap. |
| Key/New Vocabulary: |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Writers, you have been working on collecting important information on your weather topics. You have created meaningful topic sentences and read to find information you need to fill out your body paragraphs. * I started working on my own weather research, and I decided to look into blizzards. Blizzards are something that I knew a little bit about, because I’ve always lived in pretty cold places where blizzards happen, but I didn’t know very much and I was curious. * I started collecting information, thinking about some possible main ideas, and I crafted some topic sentences, but I started to run into a couple of problems, and that’s what I want to talk about with you today. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Writers, sometimes when we are writing a nonfiction piece, we come across overlap. Two of our big ideas for our paragraphs kind of blend together. * This can happen for a couple of reasons. Sometimes, when we find overlap in our collecting, it’s because two or our main ideas are very close—so close, they could be combined. * Other times, we find overlap because we have a main idea that’s not quite big enough to carry an entire paragraph. It would make a better detail sentence in another paragraph. * Let’s look at my first three ideas—what is it, wind, famous blizzards * I don’t have as much information for blizzards, and as I was reading, it seemed like maybe there was some overlap here. These facts (in winds and what is it) seem to go together. * I’m thinking that I don’t really have that much to say about the wind itself, so I’m going to combine these two ideas. I’ll include some of my extra, interesting information in my What is a blizzard? Paragraph. | * What will students do to take in the information? | * How will you know what students taking in? |
|  | **3. Have-A-Go (optional)**  No you try. Take a look at my next three ideas. Thumb on your knee when you think you think you see overlap in my ideas. It could be that two main ideas are too close together OR that one idea is really a small part of a bigger idea!  T&T: how could I solve this problem? | How will students be actively involved?  By:   * Partner Talk | * Conferring * Sharing out |
|  | **4. The Link**  Today, as you work on your detail sentences, be on the lookout for overlap. Are each of your paragraphs really separate big ideas? And is each big enough to carry a whole paragraph? Where you see overlap, think about combining. | **(Workshop Time)**   * Students will continue working on prewriting their essays—on the lookout for overlap and main ideas that can carry a whole paragraph | * Confering |
|  | **5. Closing (at the share)**  Did anyone see overlap? What did they do to solve that problem? |  |  |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?